

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Other
☐ Charter ☐ Title I ☐ Magnet ☐ Choice

Name of Principal: Mr. Edward Clark

Official School Name: Cleveland Elementary School

School Mailing Address:
PO Box 220
30 South 100 West
Cleveland, UT 84518-0220

County: Emery State School Code Number*: 108

Telephone: (435) 653-2235 Fax: (435) 653-2370

Web site/URL: http://clev.emery.k12.ut.us/ E-mail: ed@emeryschools.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Kirk Sitterud,

District Name: Emery County School District Tel: (435) 687-9846

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mrs. Laurel Johansen

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|-----------|---------------------|
| 6 | Elementary schools |
| _____ | Middle schools |
| 2 | Junior high schools |
| 2 | High schools |
| _____ | Other |
| 10 | TOTAL |
2. District Per Pupil Expenditure: 8715

Average State Per Pupil Expenditure: 6353

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- ☐ Urban or large central city
- ☐ Suburban school with characteristics typical of an urban area
- ☐ Suburban
- ☒ Small city or town in a rural area
- ☐ Rural
4. 6 Number of years the principal has been in her/his position at this school.
- _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	7			0
K	17	19	36	8			0
1	12	6	18	9			0
2	11	16	27	10			0
3	7	12	19	11			0
4	8	14	22	12			0
5	12	10	22	Other			0
6	12	12	24				
TOTAL STUDENTS IN THE APPLYING SCHOOL							168

6. Racial/ethnic composition of the school:

_____	% American Indian or Alaska Native
_____	% Asian
_____	% Black or African American
<u>1</u>	% Hispanic or Latino
_____	% Native Hawaiian or Other Pacific Islander
<u>93</u>	% White
<u>6</u>	% Two or more races
<u>100</u>	% Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 10 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	4
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	11
(3)	Total of all transferred students [sum of rows (1) and (2)].	15
(4)	Total number of students in the school as of October 1.	149
(5)	Total transferred students in row (3) divided by total students in row (4).	0.101
(6)	Amount in row (5) multiplied by 100.	10.067

8. Limited English proficient students in the school: 1 %

Total number limited English proficient 1

Number of languages represented: 1

Specify languages:

Spanish

9. Students eligible for free/reduced-priced meals: 57 %

Total number students who qualify: 96

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 14 %

Total Number of Students Served: 23

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>19</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>2</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>0</u>	<u>1</u>
Classroom teachers	<u>8</u>	<u>0</u>
Special resource teachers/specialists	<u>1</u>	<u>0</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support staff	<u>6</u>	<u>0</u>
Total number	<u>20</u>	<u>1</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 19 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	95%	95%	95%	95%	95%
Daily teacher attendance	95%	95%	96%	96%	96%
Teacher turnover rate	0%	0%	0%	0%	0%

Please provide all explanations below.

The teacher turnover rate reflects 0% because we have have not had any teachers quit during the school year. During this 5 year window we had 1 teacher retire at the end of the 05/06 school year. She was replaced. We had another teacher retire at the end of the 06/07 school year and she was replaced. We had another teacher leave to have a baby at the end of the 07/08 school year and she was replaced. We have also added 2 additional faculty members overall our school due to increasing enrollment, especially in the Kindergarten area.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

Cleveland Elementary school is located in the small rural community of Cleveland, Emery County, Utah. We also serve the even smaller community of Elmo, and the miles and miles of farms in between the two communities. Our county is bigger than several states but only hosts about 10,000 citizens. Our total district student population is just over 2200 and is split between 6 elementary schools, 2 Jr. High's and 2 High Schools. Our student population is growing and we are now serving approximately 174 students in K-6 with a projected enrollment next year of 190. This means that our school has grown about 27% over the last 7 years, all while maintaining a very high and respectable AYP average.

Our student to teacher ratio is 19.3 to 1 which is an awesome thing when your working with kids. We have great support personnel who help bring this average down to about 12 to 1 on any given day, especially in K-3 classes.

The mission of Cleveland Elementary is to create a positive learning environment where students feel safe and happy while they learn.

The faculty at Cleveland Elementary School are dynamic and very professional. Most have been together for over 20 years. The new faculty are selected carefully to fit into the school climate and for compatibility with the culture and maturity of the school. We have been fortunate to find exceptional people to fill vacancies. In my 6 years as principal only 2 teachers have retired, both with over 20 years in this school, and 1 teacher has left to start her own family. In general people like it here. We have bi-weekly professional development as a faculty that is based upon needs identified through DATA WISE methods of interpretation. We select researched based training that has been proven effective and this has helped us improve as a school.

100% of our faculty and para-professional staff also spend part of their summer recess in a Utah State Office of Education and Utah State University co-sponsored training called the "Elementary CORE Academy". This has been a great boost to our faculty CORE knowledge base and current research best practices.

We have found it vital to our success to have a strong working relationship with our Parent Teacher Organization and with our Community School Council. These groups have helped us maintain a real working relationship with parents and a partnership that helps drive student success. We have a high parent volunteer turnout during the year that adds greatly to student success.

We feel that the opportunities that we create in our school give our students a leg up on learning. We have analyzed DATA for the past 7 years and have found the areas in the school we needed to improve upon. We have made changes as necessary to give the students additional learning opportunities. Some of these have become traditions such as the yearly "Kite Day", "Reading Fair", "Science Fair" School Wide Field Trips, the "Caught Being Good Program" and many other little things we do in our classrooms.

We have partnered with several agencies in order to provide some specific content area learning opportunities for the students. During the 2007-2008 school year we based an entire school wide field trip on "Conservation Management" and "Math" in which everyone traveled to a location in the "San Rafael Swell Wilderness Study Area" and participated in several activities. We divided up into several groups of about 12 students each, partnered them with a teacher and at least 2 other adults and rotated them through 7 learning stations that taught anything from "Wildlife Identification", "Soil Erosion" to "Outdoor Math" and "Art". This was an activity in which a lot of hands on learning took place and in which 2 years later the students are still talking about it. We plan a similar activity each year but focus on a different part of the CORE.

We feel that all of these conditions and many others not listed combined with the student academic performance of our students and test results qualify us to be a "Blue Ribbon School". We will maintain our high standards because of our professionalism regardless of being selected or not and are honored to have been nominated.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Each year all students in grades 1-6 are assessed using the State CRT which is prepared and scored by the Utah State Office of Education. These tests are based on the State CORE Curriculum and are administered from between April 7th and May 15th. State assessment results may be viewed at the USOE Homepage which can be found at <http://www.schools.utah.gov/U-PassWeb/>

All students are expected to take the tests and are tested on grade level. Even our Resource students take the CORE tests but may do so with some accommodations provided by their IEP. The State revises the test each year. Grades 1-3 are tested in Math and Language Arts, including Reading, and grades 4-6 have Science added to their testing.

Each year as the school year starts, test results have been returned to us so that as a faculty and as individuals we can look at scores and determine areas in which we need to improve. We have been utilizing DATA Wise as a means of searching out the Data and using Protocols prescribed there to discuss what we have learned, where we can improve and what we need to learn ourselves in order for change to take place. We firmly believe that if we keep doing things the same way we will continue to get the same results and that if we want to get different results then we need to find the areas we need to improve or change the way we do things.

We use the Data provided and break it down into sub categories such as Oral Language, Decoding and Spelling, Reading Comprehension, Problem Solving, Measurement, etc... The entire test results are based on a scaled score that is determined by the state office of education. Each student receives a score of 1, 2, 3 or 4 with 1 being Minimal, 2 being Partial, 3 being Proficient and 4 being Substantial.

Our Third and Fifth grade students have consistently been in the top 10% of the schools in the state for the past 5 years in the subject of Language Arts. This represents the 2003 through 2008 school years. Our school average has also placed us above the state average for the past 5 years.

2. **Using Assessment Results:**

Cleveland Elementary uses several different assessments both formally and informally during the academic year. We take the information from these assessments to help us see the areas of improvement we need in the school and specific grade levels. We also use the data to see which of our students need additional help and interventions.

The State End of Level CORE tests are given each spring and when we receive the results in the late summer they are broken down into subtests with good valid data. We also give the Direct Writing Assessment to our 6th grade students in February of each year and the ITBS (Iowa Test of Basic Skills) to our 3rd and 5th grade students in the fall of each year. These are the main external assessments that we use to determine how our students and school are doing.

As a school we also use the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) test 3 times per year with every student and sometimes weekly with those whom we have determined are "At Risk". This assessment has given us very useful and quick results that we discuss weekly and use to drive our lessons and help in class.

Another way we assess students is in the classroom as they work on assignments and other individual and class work. The teachers use the information they gather through these activities to modify their teaching strategies as needed.

Our Community School Council uses the DATA from our assessments to help formulate Professional Development activities for our school and they assist in writing a yearly professional development plan for the school. As a faculty we also look at other areas that we see we need help in and recruit professional development specialists that can help us learn these things and put them to use in the classroom. Our school and district just recently got involved with a web based professional development group called PD 360 and have found many useful webisodes that have given us training and insight.

All of our faculty is dedicated to doing whatever we can to help the students succeed and at the same time bring up our test scores in the areas where we have fallen short.

3. Communicating Assessment Results:

Cleveland Elementary has been successful in distributing student performance work as well as School wide success through several different methods. We meet with parents 4 times a year in Parent Teacher Conferences, we hold a back to School night the night before school starts, we have a weekly newsletter that we use to share information.

During the parent meetings hand out and discuss the State Core Test results and other assessment results and make a plan for interventions with them so that together we can help the student. We also meet with the parents yearly in IEP meetings if their student is in resource or we have determined they need resource help.

Our school community council also reviews the DATA each year as we determine the students who are at risk for not reading at grade level in grades k-3. This group writes a yearly plan called HB312 for our school and we use it to drive interventions for those at risk or are some risk. This mainly affects grades k-3 but if we still have students in grades 4-6 we also identify them and try to implement interventions that will help them.

4. Sharing Success:

Most educators are more than willing to share ideas with other teachers especially if it will help other students become successful. Teachers here at Cleveland Elementary are no exception to this. We are happy to meet with anyone and share ideas and methods that we have found successful. Our district has helped provide a medium for this to happen by creating quarterly Grade Level meetings between all the Elementary Schools in the district. These meetings are facilitated by an administrator and try to focus on the needs of the students.

If our school is awarded "Blue Ribbon School" status then we will promote this success at our back to school night, through our school newsletter and we will also post it on our website. We will use various methods of media technology to do this. We also have a person who works for our local newspaper that calls us weekly for items of interest for the paper. We will make sure that this is well publicized.

Our school website will also have a link to each teacher so that anyone can contact them for information and help. We will also publish the test results at each grade level or at least have a link where these results can be found. Our website will be going live on March 1, 2009. We do not have the exact address yet.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The State of Utah has developed a CORE Curriculum that provides a framework for our school's curriculum. The CORE gives specific standards and objectives that the teachers use to set their expectations and goals by. Each subject area has a scope and sequence by grade level.

Regardless of the academic area, student success in reading is crucial. Our Language Arts program is based on a balanced approach. We have adopted as a district and school the Houghton-Mifflin Reading as our basic language program. In addition to this basic program we use a variety of supplemental programs such as "Shurley English Made Easy", a school leveled library take home program, the "6 Traits +1" and "Read Naturally". All faculty has received training in the use of these supplemental programs and have found great success in using them.

In Mathematics the standards and objectives include number sense, algebra, geometry, measurement, data and probability, and problem solving. This is spiraled throughout the K-6 programs, enabling students the opportunity to master content development and to build upon what has previously been taught. Classrooms are supplied with manipulatives, allowing students to have a hand on experience before transferring this experience to paper and pencil. Another part of our math curriculum involves problem solving strategies where they are taught ways to solve basic word problems. This is also addressed in our reading program.

Science CORE standards and objectives include the scientific method, hands on experiences and allot of class lab demonstrations. Students are exposed to science core throughout the K-6 grades but the State CORE assessment for Science does not start until the 4th grade.

We have supplemented all of our CORE areas with across the curriculum integration and have tried to provide hands on learning experiences for each area. Some of the school wide activities include; "KITE Day", ROCKET Day", "School Science Fair", "Reading Fair", "Read With The Principal", "ART Fest", School "Talent Shows", and "Jr. Engineering Day".

We also plan a yearly school wide field trip that will target a specific CORE subject and we bring in as many small group workshop presenters that we can, and then rotate the grades or groups through each workshop, or as many as we can. This year for instance we concentrated on the ART CORE and took the school to a nearby county owned campground in Huntington Canyon and spent the day learning about drawing, dancing, folk music, crafts etc...all related to a theme of "Art in Nature". We had 18 different workshops going on and each student rotated through 6 or these 40 minute activities. Each teacher participated by teaching one of the workshops 5 times, and then taking an additional 40 minute period to go see what the others where doing and get ideas for their own classroom. We also brought in several professional artists and musicians to help teach some of the workshops.

2a. (Elementary Schools) Reading:

The "Reading" curriculum at Cleveland Elementary School is aligned with the State CORE standards and utilizes the "Houghton-Mifflin" Reading series school wide. This allows concepts to build on one another as students progress through the grade levels. This program is especially strong in phonics at the lower grade levels with reviews of this in the upper grades.

We support this reading program with the "Read Naturally" curriculum and have found it to align with our CORE standards and objectives and to be a great assist to the Reading program.

We track student progress using DIBELS. It provides a good snapshot indication of student progress and allows teachers the ability to know where extra help and or instruction is needed for each individual student and for the class if needed. We use the data from DIBELS to help design lessons around components of reading such as phonemic awareness, fluency, vocabulary and comprehension.

Because of the DATA we have been able to use, we have been able to define specific interventions for many of our students. We also realized that we needed a summer reading program that would sustain those who are at some risk and especially for those who we have found at risk. This program lasts for 9 weeks during the summer and only requires the students to be at the school for 1 hour twice a week. We also partnered up with the local libraries who do a summer story time activity once a week and have required the students to participate in this. This program has helped us to at least maintain the reading level of every participant so that when school starts they have not had to make up any lost ground.

Another thing that we do is send home a summer reading packet with each student and a tracking sheet where the students keep track of the time they read each day , (20 minutes minimum) and the students who meet the standard are rewarded with a special activity such as swimming at the local pool. As a principal, I have also got involved and have had a summer reading challenge each year that allows the students to now only keep track of the time they read, but also the books they read, number of pages, authors name etc.. then when school starts in August we look at each class and determine a class winner for the total number of pages read. These must be grade level appropriate books to qualify. The winners are given a \$20 cash award and we publicize the students accomplishment. We also determine a school winner with a \$50 cash award.

The winners are in grades 1-5 and read an average of 8,000 pages each in books that are above their grade level. This is a great activity for those that read well, and it is also a great activity for those who have struggled because it has helped encourage them and some of them want to win the cash incentives more than the good readers and some of them in the process have become the good readers.

3. Additional Curriculum Area:

For several years we have had math identified as an area we needed school improvement in. We have worked hard at identifying activities that will bring hands on experience and relevance to the CORE standards and objectives. We recently adopted "Every Day Math" which has helped us meet our goals and has helped us utilize even more the manipulatives in our lessons.

Two of our faculty also had the opportunity to enroll in a multi district cohort and Southern Utah University to earn their "Math Endorsements". This has probably been one of the key reasons our Math scores are improving in the school and not just at the grade levels in which they teach. They have been really good at bringing what they are learning into our school and sharing it with the rest of the faculty.

As a faculty we have also been participating in some professional development activity during our faculty meetings. We have been studying together the book "About Teaching Mathematics" by Marilyn Burns. This has given us many useful tools and has been a good vehicle in which to discuss the math needs of the school.

4. Instructional Methods:

The faculty and staff of Cleveland Elementary incorporate a wide variety of instructional strategies to improve student learning and ensure academic success. The methods used are as wide and varied as the teachers we have. Our faculty use current research as a means of finding strategies that address the multiple intelligences of learners through direct instruction, hands-on activities, cooperative groups and computer based programs. The primary focus of instruction is to teach children strategies they can use to apply, extend, and add to the skills and knowledge initially taught. It is in the learning of strategies that children learn how to problem solve and how to use their critical thinking skills.

We have employed several methods for peer to peer tutoring, usually with older students working with younger students. We have found that this helps both age groups of students.

Daily reviews in math and language arts help students to maintain concepts they have previously learned. Journaling in our 3-6 grades also helps the students retain knowledge and also helps them in the writing process.

Modeling strategies by staff is vital for students to succeed. Our faculty models in both direct classroom instruction as well as in small group or individual instruction. They also model good work and study habits away from school.

5. Professional Development:

The professional development activities for our school are determined by the DATA we find through our assessments. We try to find research based best practice curriculum and training that will provide the instruction standards and objectives we need to learn.

Our community school council plays a big part in helping us determine the professional development needs of our school. They are an advisory board of parents and educators who look at the DATA and write our yearly "Professional Development" plan.

One of the real success stories for our school began 6 years ago when we looked at what the DATA showed in reading fluency and comprehension. We found that we needed to change a few things and we spent a couple of years making changes in the delivery methods in our classrooms. We spent a great deal of time training in Fluency and Comprehension and because of this we have gone from an average of 35% of our students at risk each year to 15% this year.

We also concentrated just on Fluency in our summer reading program for 3 years and during this time we were able to maintain the reading level of all 30 students in the program. Over half of the participants actually increased their reading levels with several making significant gains and beginning the school year on grade level.

During each summer we have also had 100% attendance by all faculty and paraprofessional staff at a State sponsored Elementary Core Academy, where they have been able to concentrate on a different curriculum each summer. They have brought many great things back to our classrooms and the focus of our school has changed.

6. School Leadership:

Cleveland Elementary school for the past 6 years has had a half time principal who also has for the other half of his time, the role of district Career and Technology Education director. This has been a challenge to facilitate change and take our school to new levels of success and has led to playing selective neglect on occasion with the district part of the job in order to spend more time as principal.

The best method to facilitate this change is to learn what the DATA shows and to work toward common consensus at solving the problem areas. When we all work together things seem to get done better and even those who may drag their feet a bit eventually get on board and have helped in the process of change.

The biggest success story is the faculty of our school. About 8 years ago the district superintendent and elementary supervisor came to the school and told the faculty that the school was in danger of losing teachers because the test results were so poor. He challenged them to improve and to bring about change. Six years ago a new principal was assigned and the main focus has been to help the teachers continue their journey to success and to bring our school to a new level of professional integrity. Our school is now the top school in the district and all but three of our faculty members are the same as those 8 years ago. We have

only had two teacher retire during that time and have replaced them and have added one additional teacher to our staff.

The principals role has been to provide guidance, find resources, and to provide opportunities for learning for our teachers. If there is anyway to support them and to watch out for them we try and find it. As a faculty we have found that building a community school partnership has added to our school success. Every faculty and staff member is evaluated at least every three years and we use this time as a growing and learning opportunity and to give them administrative support. We have become a fairly close knit group and work very well together.

We have worked on school policies and improvement plans together and we all work together for school and student success. This is part of our mission as educators.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 1 Test: State CORE Criterion Referenced Test (CRT)

Edition/Publication Year: 2004/2005/2006 Publisher: Utah State Office of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month		May	May	May	May
SCHOOL SCORES					
Proficient		43	72	86	78
Substantial		26	56	82	56
Number of students tested		23	18	22	27
Percent of total students tested		100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient		50	75	82	67
Substantial		25	63	73	44
Number of students tested		12	8	11	18
2. Racial/Ethnic Group (specify subgroup): Caucasian					
Proficient		45	80	86	78
Substantial		27	67	82	56
Number of students tested		22	15	22	27
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

All of our students take the State CORE (CRT) Tests

The State of Utah stopped CRT testing for First Grade after the 2007 school year.

Subject: Reading

Grade: 1 Test: State CORE Criterion Referenced Test (CRT)

Edition/Publication Year: 2004/2005/2006 Publisher: Utah State Office of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month		May	May	May	May
SCHOOL SCORES					
Proficient		70	89	86	78
Substantial		34	50	55	44
Number of students tested		23	18	22	27
Percent of total students tested		100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient		75	100	91	78
Substantial		42	38	55	33
Number of students tested		12	8	11	18
2. Racial/Ethnic Group (specify subgroup): Caucasian					
Proficient		68	89	86	78
Substantial		36	53	55	44
Number of students tested		22	15	22	27
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

All of our students take the State CORE (CRT) Test

The State of Utah stopped CRT testing for First Grade after the 2007 school year.

Subject: Mathematics

Grade: 2 Test: State CORE Criterion Reference Test (CRT)

Edition/Publication Year:

Publisher: Utah State Office of Education

2004/2005/2006/2007/2008

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient	79	85	90	93	86
Substantial	63	60	65	72	57
Number of students tested	19	20	20	29	14
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient	82	100	90	94	100
Substantial	64	88	40	39	75
Number of students tested	11	8	10	10	8
2. Racial/Ethnic Group (specify subgroup): Caucasian					
Proficient	78	94	85	97	86
Substantial	61	88	50	55	64
Number of students tested	18	17	20	29	14
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

All students take the State CORE Test

Subject: Reading

Grade: 2 Test: State CORE Criterion Referenced Test (CRT)

Edition/Publication Year:
2004/2005/2006/2007/2008

Publisher: Utah State Office of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient	95	95	85	97	86
Substantial	64	85	50	55	64
Number of students tested	19	20	20	29	14
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient	91	100	90	94	100
Substantial	64	88	40	39	75
Number of students tested	11	8	10	18	8
2. Racial/Ethnic Group (specify subgroup): Caucasian					
Proficient	94	94	85	97	86
Substantial	61	88	50	55	64
Number of students tested	14	17	20	29	14
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

All students take the State CORE (CRT) test.

Subject: Mathematics

Grade: 3 Test: State CORE Criterion Reference Test (CRT)

Edition/Publication Year:
2004/2005/2006/2007/2008

Publisher: Utah State Office of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient	100	86	84	93	82
Substantial	86	64	72	87	59
Number of students tested	22	22	25	15	17
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient	100	80	94	90	80
Substantial	100	50	75	80	60
Number of students tested	6	10	16	10	10
2. Racial/Ethnic Group (specify subgroup): Caucasian					
Proficient	100	86	84	93	82
Substantial	89	64	72	87	59
Number of students tested	19	22	25	15	17
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

All Students take the State CORE Test

Subject: Reading

Grade: 3 Test: State CORE Criterion Referenced Test (CRT)

Edition/Publication Year:
2004/2005/2006/2007/2008

Publisher: Utah State Office of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient	100	100	100	93	76
Substantial	82	45	64	60	30
Number of students tested	22	22	25	15	17
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient	100	100	100	90	80
Substantial	100	50	69	50	30
Number of students tested	6	10	16	10	10
2. Racial/Ethnic Group (specify subgroup): Caucasian					
Proficient	100	100	100	93	76
Substantial	84	45	64	60	29
Number of students tested	19	22	25	15	17
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

All Students take the State CORE Test

Subject: Mathematics

Grade: 4 Test: State CORE Criterion Referenced Test (CRT)

Edition/Publication Year:
2004/2005/2006/2007/2008

Publisher: Utah State Office of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient	79	91	100	80	86
Substantial	74	61	100	70	64
Number of students tested	19	23	12	20	14
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient	86	100	100	82	88
Substantial	86	67	100	73	50
Number of students tested	7	12	6	11	8
2. Racial/Ethnic Group (specify subgroup): Caucasian					
Proficient	79	91	100	80	86
Substantial	74	61	100	70	64
Number of students tested	19	23	12	20	14
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

All students take the State CORE test

Subject: Reading

Grade: 4 Test: State CORE Criterion Referenced Test (CRT)

Edition/Publication Year:
2004/2005/2006/2007/2008

Publisher: Utah State Office of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient	89	100	100	85	93
Substantial	53	65	92	50	50
Number of students tested	19	23	12	20	14
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
proficient	100	100	100	91	100
substantial	57	75	83	73	50
Number of students tested	7	12	6	11	8
2. Racial/Ethnic Group (specify subgroup): Caucasian					
proficient	89	100	100	85	93
substantial	53	95	92	50	50
Number of students tested	19	23	12	20	14
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

All students take the State CORE Test

Subject: Mathematics

Grade: 5 Test: State CORE Criterion Referenced Test (CRT)

Edition/Publication Year:
2004/2005/2006/2007/2008

Publisher: Utah State Office of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient	96	93	100	87	76
Substantial	87	86	65	73	53
Number of students tested	23	14	17	15	17
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient	89	89	100	78	75
Substantial	89	78	86	78	50
Number of students tested	9	9	7	9	12
2. Racial/Ethnic Group (specify subgroup): Caucasian					
Proficient	96	93	100	87	76
Substantial	87	86	65	73	53
Number of students tested	23	13	17	15	17
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

All students take the state CORE test

Subject: Reading

Grade: 5 Test: State CORE Criterion Referenced Test (CRT)

Edition/Publication Year:
2004/2005/2006/2007/2008

Publisher: Utah State Office of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient	100	100	100	100	76
Substantial	77	64	47	60	53
Number of students tested	23	14	17	15	17
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient	100	100	100	100	75
Substantial	77	56	57	44	50
Number of students tested	9	9	7	9	12
2. Racial/Ethnic Group (specify subgroup): Caucasian					
Proficient	100	100	100	100	76
Substantial	74	69	47	60	53
Number of students tested	23	13	17	15	17
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

All students take the State CORE test

Subject: Mathematics

Grade: 6 Test: State CORE Criterion Referenced Test (CRT)

Edition/Publication Year:
2004/2005/2006/2007/2008

Publisher: Utah State Office of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient	100	73	93	82	82
Substantial	92	67	80	71	50
Number of students tested	13	15	15	17	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient	100	100	100	70	75
Substantial	86	86	86	70	42
Number of students tested	7	7	7	10	12
2. Racial/Ethnic Group (specify subgroup): Caucasian					
Proficient	100	73	93	82	85
Substantial	100	67	80	71	54
Number of students tested	12	15	15	17	28
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

All students take the State CORE test

Subject: Reading

Grade: 6 Test: State CORE Criterion Referenced Test (CRT)

Edition/Publication Year:
2004/2005/2006/2007/2008

Publisher: Utah State Office of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient	100	81	87	76	86
Substantial	62	44	67	53	57
Number of students tested	13	16	15	17	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient	100	88	86	60	75
Substantial	43	50	58	40	50
Number of students tested	7	8	7	10	12
2. Racial/Ethnic Group (specify subgroup): Caucasian					
Proficient	100	81	87	76	88
Substantial	67	44	67	53	58
Number of students tested	12	16	15	17	26
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

All students take the State CORE test